

摘 要

在日趋激烈的学业和职业竞争下，家庭教育投资已成为社会热点。作为其中的领头羊，英语教育投资正在出现低龄化、高投入的趋势，一方面影响了家庭日常，另一方面也折射出宏观经济、文化和社会变化。将家庭英语教育投资视为家长为提高儿童英语能力而采取的一种干预手段，探索家庭外语教育管理、家长语言信念以及家庭的生态环境具有重要意义。

本研究以绍兴城市中间阶层家庭为研究对象，将家庭英语教育投资纳入家庭语言政策研究的范畴，探讨我国中等城市家庭英语教育投资、家长语言信念以及家庭外语教育政策的影响因素。本研究从生态学视角出发，结合家庭语言政策相关理论，采用混合线性研究设计，旨在回答以下三个研究问题：1) 家庭英语教育投资和家长语言态度现状如何？2) 家庭英语教育投资具有哪些特点？家长具有怎样的语言信念？3) 家庭外语教育政策受到哪些因素的影响？如何受到这些因素的影响？

研究者编制了信度良好的《子女英语教育情况调查》，对绍兴市区两所小学和两所幼儿园的学生家长进行抽样问卷调查，以了解家庭英语教育投资和家长语言态度的现状。统计结果显示，家长对英语的价值评判呈正面态度，使用价值和交换价值的评价高于象征价值，交换价值内部一致性最高，尤其是英语在学业上的价值；不同职业和学历的家长对英语使用价值的态度有显著差异；家庭英语教育物质投资形式丰富、非智力参与程度高、并呈现出一定程度的社会互动；家长职业、学历和年收入对家庭英语教育投资均有不同程度的影响，其中家长学历影响最大。

为深入探讨家庭英语教育投资的特点、家长语言信念以及家庭外语教育政策的影响因素，本研究在问卷调查的基础上采用个案研究，通过深度访谈、参与式观察、网络民族志以及实物分析等质性研究方法。研究发现：家庭英语教育投资具有投资形式互动关联性、分层性的特点，呈现出代际合作管理、信息管理的模式，又可被视为一种密集型教养方式；家长语言信念主要体现为语言工具主义和标准语信念，以标准、流利口语为代表的英语实际使用能力具备了象征资本的特点，凸显了身份价值。此外，家庭外语教育政策受到微观、中观和宏观因素的影响。

响。这些因素之间相互关联，体现了复杂、动态的家庭生态环境。研究发现了家庭阶层认同、家长角色认同和想象的认同三种认同类型；三类流动在中观层面的话语，即“教养方式”话语、“竞争”话语和“超前学习”话语，以及这些话语背后的工具主义价值观和语言企业家精神。家长认同和流动的话语连接起了微观、中观和宏观层面，促成家庭外语教育政策的实现。

关键词：家庭英语教育投资；家长语言信念；中间阶层家庭；家庭外语教育政策

Abstract

Under the increasingly fierce competition of study and profession, family education investment has become a social hot spot, among which English education investment is the leading one, showing a tendency of “younger age and higher investment”. On the one hand, it affects the daily life of families, and on the other hand, it also reflects macroeconomic, cultural and social changes. It is of great significance to explore the management of family foreign language education, parents’ language beliefs and the ecological environment of family by considering the investment in family English education as an intervention means taken by parents to improve children’s English ability.

Including the investment in family English education into the field of family language policy research, this study takes the urban middle-class families in Shaoxing as the research object to explore the investment in family English education, parents’ language beliefs and the influencing factors of family foreign language education policy in a medium-sized city in China. From the perspective of ecology and combined with relevant theories of family language policy, this study adopts a mixed sequential research design to answer the following three research questions: (1) what is the current situation of family English education investment and parents’ language attitude? (2) What are the characteristics of family English education investment? What kind of language beliefs do parents have? (3) What factors influence the policy of family foreign language education? How is it affected by these factors?

The researcher compiled a reliable questionnaire on Children’s English Education and conducted a survey among parents of students in 2 primary schools and 2 kindergartens in Shaoxing. The statistical results show that the parents have a positive attitude towards the value of English. The value of use and exchange is higher than the symbolic value, and the internal consistency of exchange value is the highest, especially the academic value of English. There are significant differences in attitudes towards the value of English usage among parents of different occupations and academic degrees.

Family English education is characterized by rich material investment forms, high degree of non-intellectual participation and a certain degree of social interaction. parents' occupation, educational background and annual income all have different degrees of influences on family English education investment, among which parents' educational background has the greatest influence.

In order to deeply explore the characteristics of English education investment, parents' language beliefs and the influencing factors of family foreign language education policy, this study adopts case study on the basis of questionnaire survey through qualitative research methods such as in-depth interviews, participatory observation, netnography and physical objects analysis. The findings show that the forms of family English education investment has the characteristics of the interactive relevance and stratification, presents the mode of intergenerational cooperation management and information management, and can be seen as a way of intensive parenting. The language beliefs of parents are mainly embodied in language instrumentalism and standard language ideology. The practical ability of English represented by standard and fluent oral English has the characteristics of symbolic capital and highlights the value of identity. In addition, the policy of family foreign language education is influenced by micro, meso and macro factors. These factors are interrelated, reflecting the complex and dynamic family ecological environment. The thesis also finds out three types of identity, namely family class identity, parental role identity and imagined identity, and three kinds of discourses flowing in the meso level, namely "parenting style" discourse, "competition" discourse, and "learn in advance" discourse, as well as the instrumental values and linguistic entrepreneurship behind these discourses. Parental identity and the flowing discourse in meso level connect the micro, meso and macro levels, contributing to the realization of family foreign language education policy.

Key words: family English education investment; parental language belief; middle-class families; family foreign language education policy